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ABSTRACT

This illustrated booklet is intended to assist special education consultants, teachers, and parents to monitor hearing aid use by children with hearing impairments in the Northwest Territories (Canada). The first section presents basic information on what hearing aids are, types of personal hearing aids, and FM (frequency modulation) hearing aid systems. The second section provides step by step guidance (with illustrations) on basic repair. Subsections cover: a troubleshooting kit for hearing aid repairs, the daily hearing aid check, troubleshooting for personal hearing aids, troubleshooting for FM systems, and shipping the hearing aid out for repairs. The third section focuses on use of hearing aids in the classroom. Subsections consider explaining the hearing aid to the class, auditory training for the new hearing aid wearer, and using audiovisual equipment. Attached handouts offer tips for teachers, students, and parents (in both English and an indigenous language of the Northwest Territories). (DB)

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HEARING LOST

HEARING GAINED

Hearing Aids Make a Difference. Tune In to Sound.

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LISTEN...SPEAK...LEARN...

SPECIAL NEEDS
EDUCATION

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HEARING LOST
HEARING GAINED

This booklet was written to meet needs outlined by special education consultants, teachers, parents and other professionals involved in the education of children with a hearing loss. The consistent use of hearing aids is critical if children with a hearing loss are to realize their full potential. Educators, parents and the child all have a role to play in the process of accepting the hearing aid, ensuring it is worn effectively, troubleshooting for minor problems and initiating speedy repairs. It is the intent of this booklet that each person involved in the process know what he/she can do to make sure that the child has the full benefit of the hearing aid at all times.

S. Kelly

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Northwest Territories Education

SPECIAL NEEDS EDUCATION

Developed By
Ronda Vandal
Program Specialist
SPECIAL EDUCATION

HEARING AIDS

People with normal hearing can hear the sounds in the world around them. The sound of mother bathing the baby in one room, other family members talking in a second room and the sound of someone sleeping in yet another room give us information about our world and our place in it. Sounds fulfill many functions. They signal danger, give us enjoyment, and provide information. The sounds around us tell us where we are, who we are with and what is happening. Even the time of day can be learned through listening to sound; an alarm clock signals morning, growling stomachs tell us it's time for lunch and traffic sounds signal the end of the school or working day. All the sounds we hear allow us to interpret, understand and learn about what is happening in our world. Most important of all, it is through our sense of hearing that we discover our first speech sounds, attempt to imitate them and eventually learn the language that allows us to communicate and interact with our world.

People who have a hearing loss do not hear all the sounds and do not receive the complete picture provided by these sounds. They need to wear hearing aids to provide them with access to the world of sound and to acquire the language skills necessary for communication. Sounds that are too quiet for them to hear are amplified or made louder by their hearing aids. When the hearing aids are worn, many of these quiet sounds can then be heard. Some of the hearing that was lost, is *gained* back.

This *gain* to hearing is not perfect. It contains distortions and consists of the amplification of sounds other than speech. Simply putting hearing aids on does not solve the problem of hearing. In fact, it can initially create more problems by confusing the wearers with an abundance of loud noises, many of which they may not have been aware of before they began using the hearing aids.

Hearing aids are tools which require training in order to be used effectively. Once training begins, a person with a hearing loss gains access to the increased use of their residual or remaining hearing. Hearing aids tap into the wearer's remaining hearing, amplifying the quiet sounds that were previously unavailable and providing the link to sounds that supply information and allow for the development of speech and language skills.

HEARING AIDS *will not...*	**restore normal hearing.** **improve a hearing impairment.**
HEARING AIDS *will...*	**provide a *gain* to hearing.** **amplify sounds.**

Hearing aids are an important factor in school success where language and listening are key elements in the daily routine. It is important that the teacher be informed about the hearing loss and the hearing aids so that he/she can assist the student in the classroom and ensure that the hearing aids are in good working order and being used effectively.

HEARING AIDS...

* Must be checked daily to make sure they are working.
* Require an auditory training program to ensure they are being used effectively.
* Need to be worn consistently.
* Need to be serviced once a year.

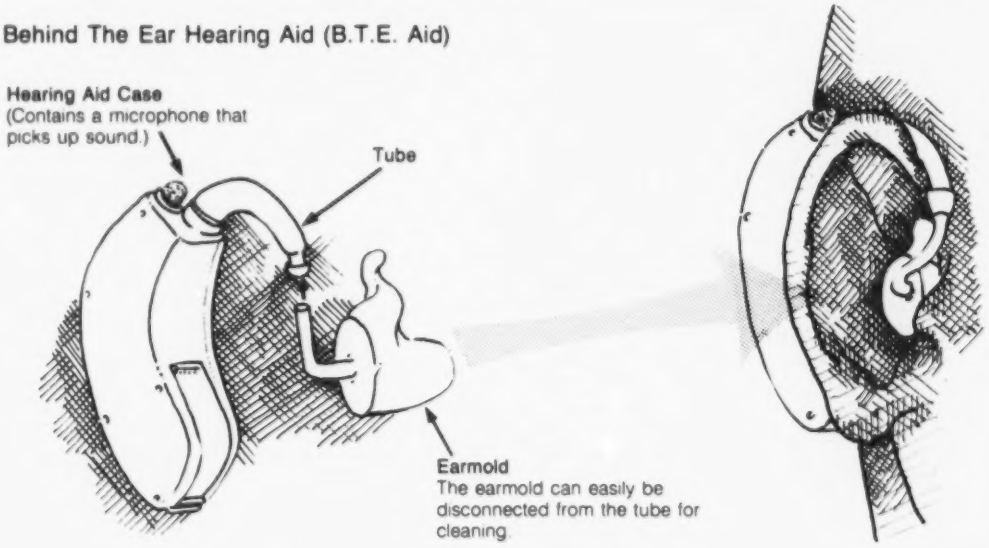
Personal Hearing Aids

Personal hearing aids are hearing aids that belong to those with a hearing loss. They are usually worn at school as well as at home. The two most popular types are the Behind the Ear models and the In the Ear models.

1. Behind The Ear Hearing Aid (B.T.E.)

The most common type of personal hearing aids are the behind the ear models. These hearing aids consist of earmolds which are custom fitted to the wearer's ear, tubes from the earmolds to the aids and the hearing aid case which fits behind the ear. These hearing aids work best within a radius of 2-3 metres. Beyond this range, other sounds are made louder and interfere with the spoken word.

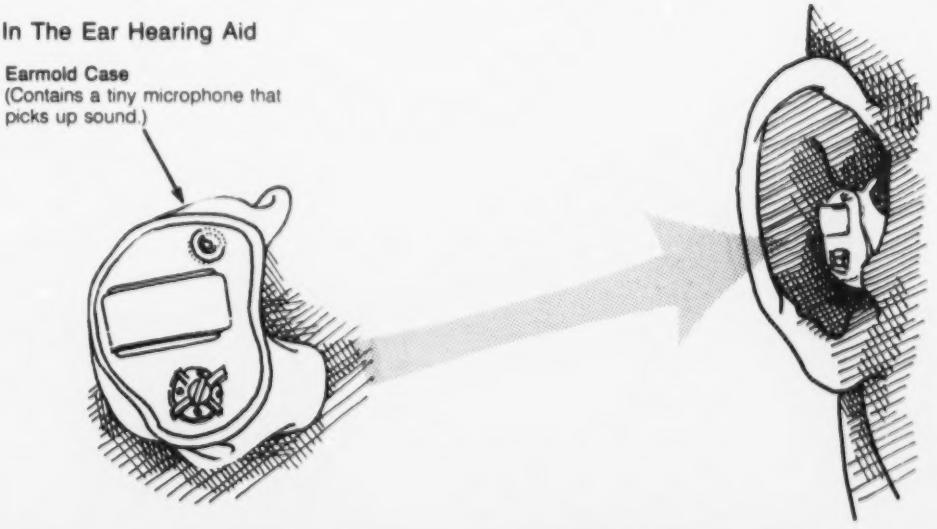
Behind The Ear Hearing Aid (B.T.E. Aid)


Hearing Aid Case
(Contains a microphone that picks up sound.)
Tube
Earmold
The earmold can easily be disconnected from the tube for cleaning.

2. In The Ear Hearing Aid

These types of hearing aids are similar to the B.T.E. model except the aids are contained in the earmold case. The small size of these aids limits their range. Students often request these aids for cosmetic reasons.

In The Ear Hearing Aid



FM Hearing Aid Systems

Students with a hearing loss that is in the severe to profound range often use an FM hearing aid system in the classroom. The difference between personal hearing aids and the FM system is the difference between a radio and a stereo. The FM systems provide better quality sound and more options. However, they are also much larger in size and more noticeable which makes them less cosmetically appealing to older children.

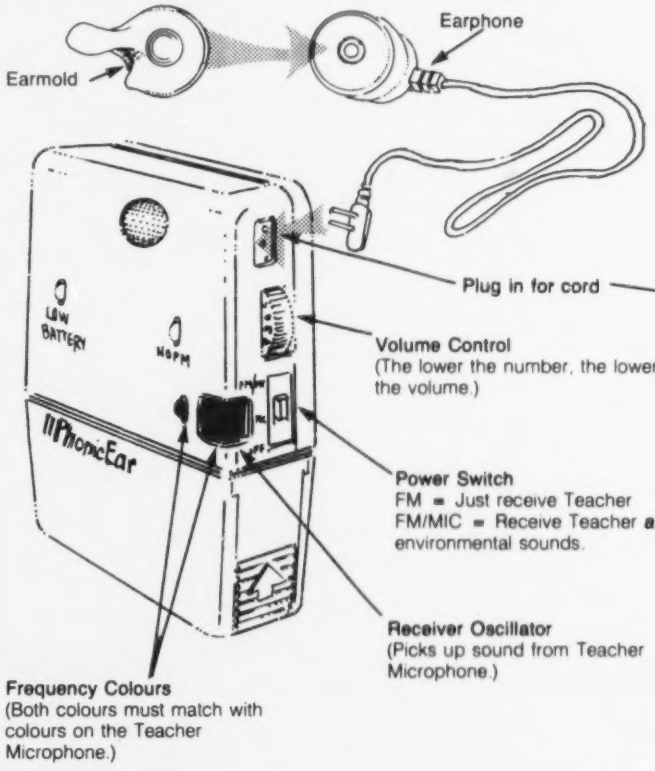
A major **advantage** of this system is that it allows students to **select what sounds are amplified.** The use of a separate microphone by the teacher ensures that the lessons taught will be amplified and fed directly into the student's hearing aid. This cuts down on the amplification of extraneous classroom noise and ensures that the teacher's voice is received. A second advantage of this system is that it can **send and receive sound for distances of up to 100 metres.**

In the Northwest Territories the **Phonic Ear FM System** and the **Telex FM System** are used. Both models share the following common features:

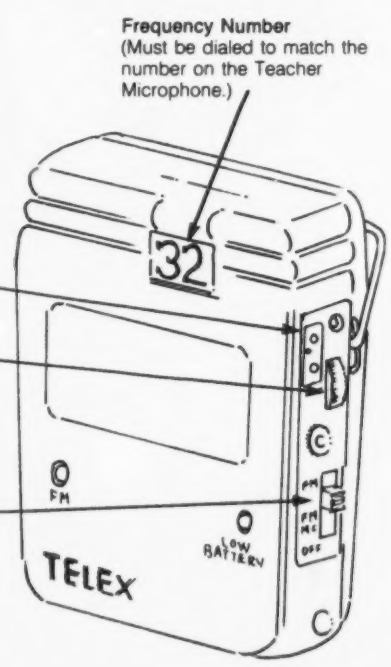
1. Student Receiver

The Student Receiver makes sounds louder and brings them directly to the student. There is a microphone on this unit which can be turned on so sounds around the student can be heard or, turned off during lessons so only the teacher's voice is heard.

Phonic Ear FM System Student Receiver



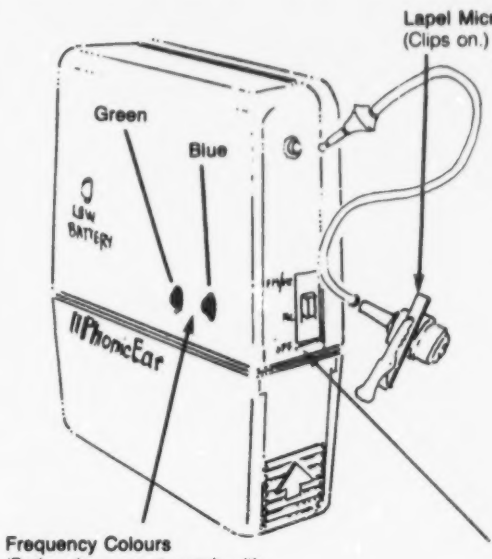
Telex FM System Student Receiver



2. Teacher Microphone

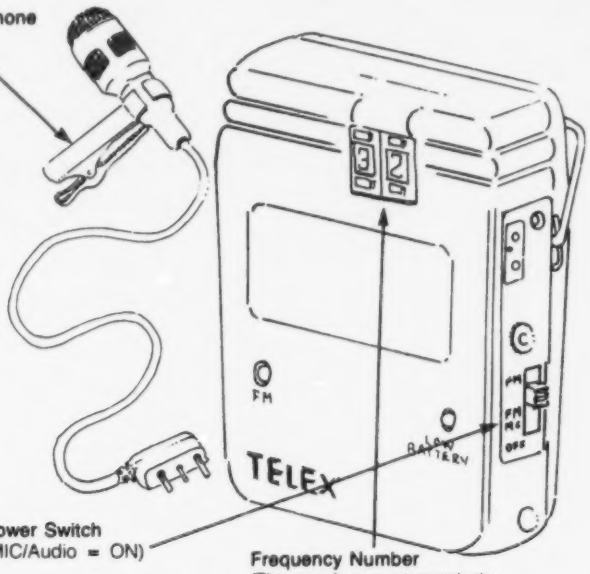
The Teacher Microphone makes the teacher's voice louder and sends the sound to the Student's Receiver.

Phonic Ear FM System Teacher Microphone



Frequency Colours
(Both colours must match with the colours on the Student Receiver.)

Telex FM System Teacher Microphone



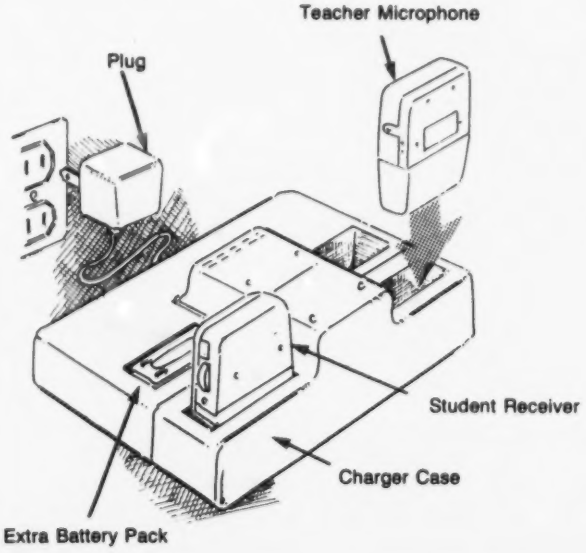
Power Switch
(MIC/Audio = ON)

Frequency Number
(This number must match the number on the Student Receiver.)

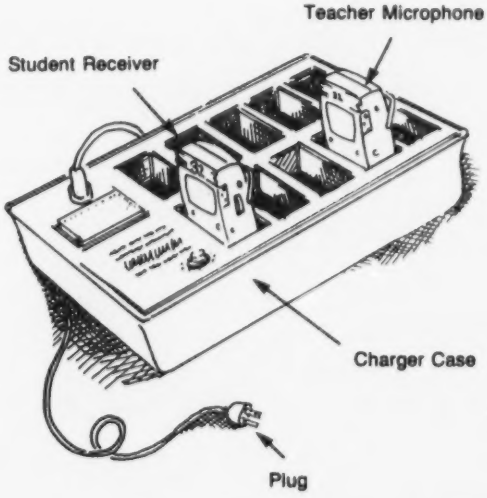
3. FM Charger Unit

The charger unit charges the batteries for the Student Receiver and the Teacher Microphone. The Student Receiver unit and the Teacher Microphone unit must be plugged in at the end of every school day. A 12 hour charging cycle is required to recharge the batteries.

Phonic Ear FM System Charger

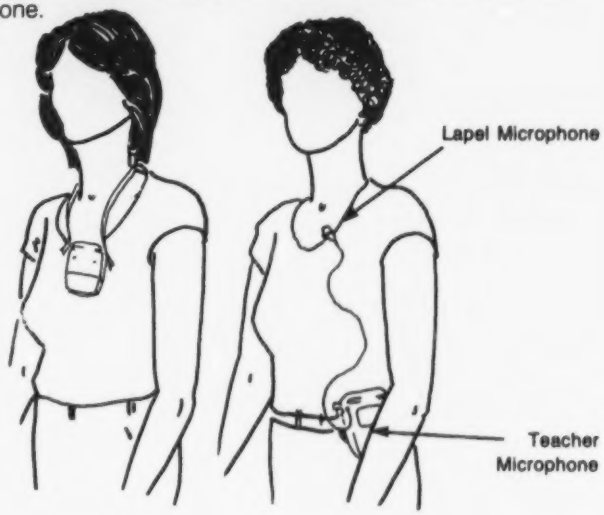


Telex FM System Charger



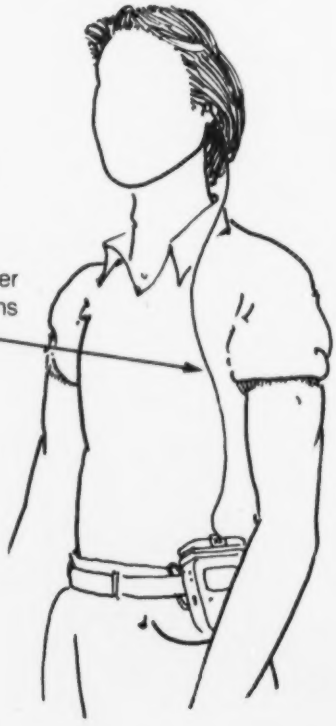
This is how the FM units look when they are worn:

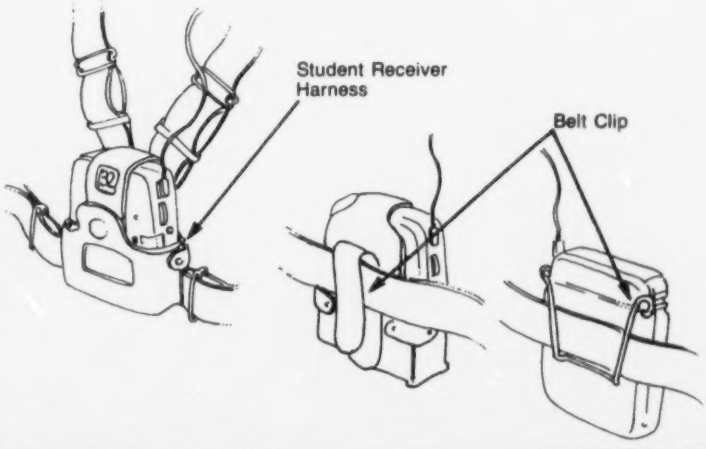
The teacher can wear the Microphone around his/her neck using a lavalier cord or, clip the Teacher Microphone to a belt and use a lapel Microphone.



Younger students usually wear the Student Receiver clipped to a shoulder harness.

Older students often wear the Student Receiver on their belt using a belt clip. A long cord runs from the earmold to the Receiver.





Troubleshooting Kit for Hearing Aid Repairs

Some basic equipment should be located in the school to allow the hearing aids to be **checked daily** and to allow for **minor repairs.** The objective of ongoing maintenance is to cut down on the amount of time a hearing aid is out being repaired. This is essential if we are to provide students with the opportunity for consistent hearing aid use.

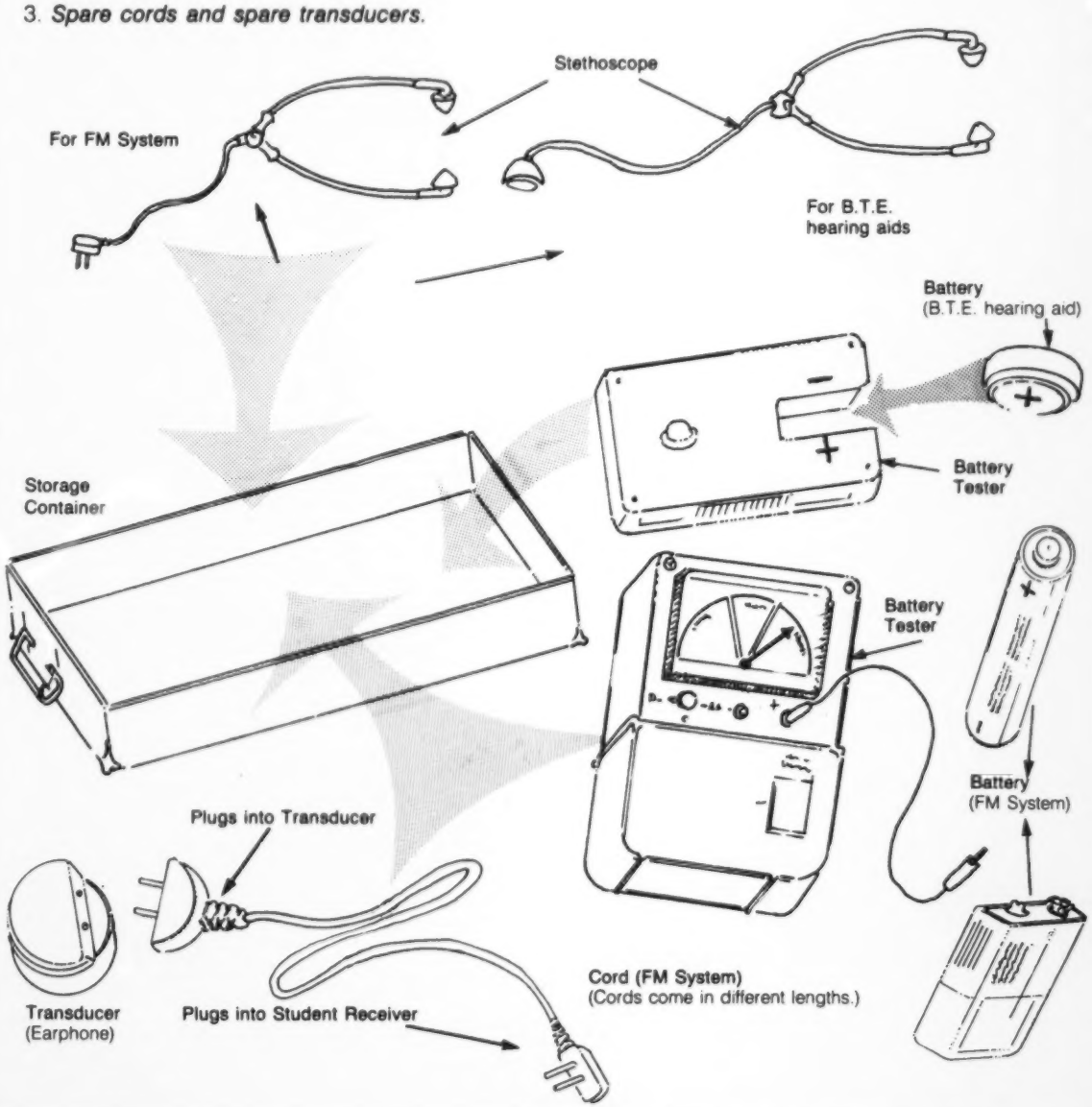
The following equipment should be kept in a box and be the responsibility of the member of the school staff who checks the hearing aids daily:

1. A ***stethoscope*** for listening to the hearing aids as part of the daily check.

2. A ***battery tester*** and ***spare batteries.***

** FM hearing aid users will also require:

3. ***Spare cords and spare transducers.***



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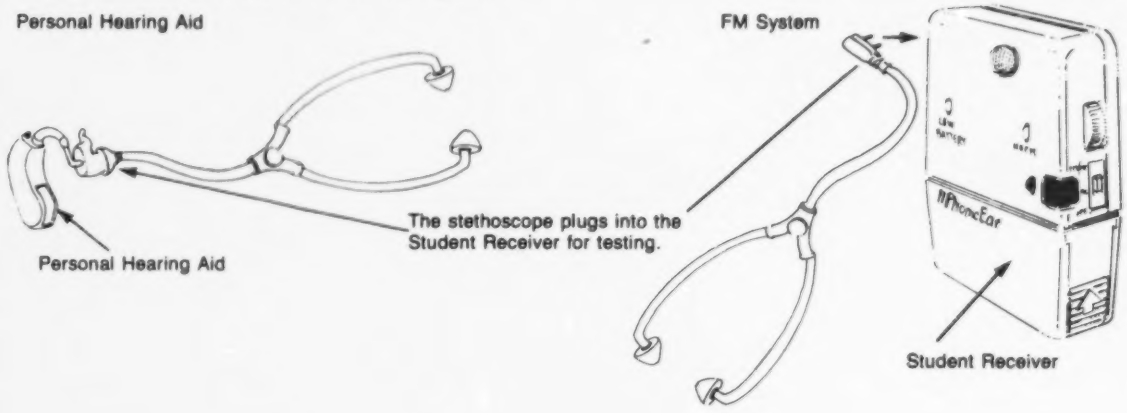
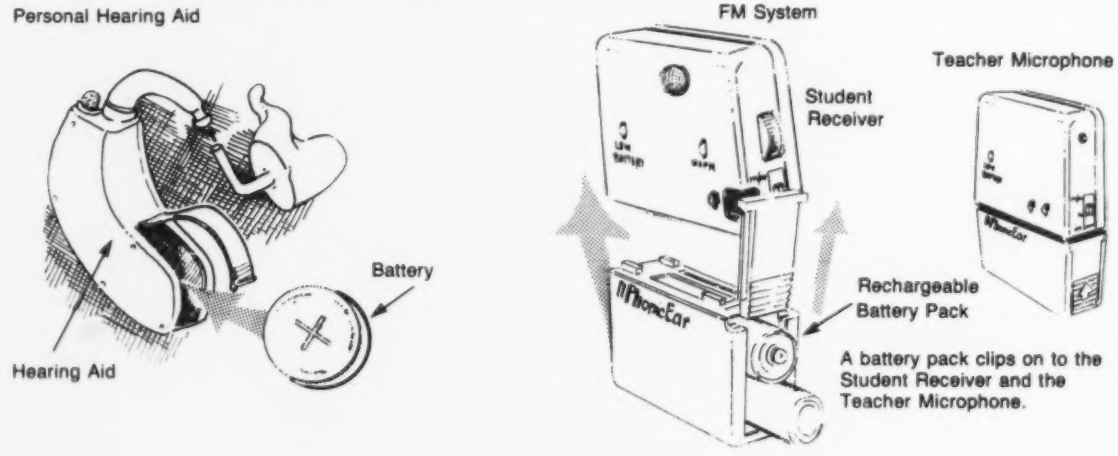
Daily Check of Hearing Aids

Children with a hearing loss should be able to tell you when their hearing aids are not working correctly. However, because of the hearing loss subtle changes to the hearing aids may be missed. It is important that an adult with normal hearing do the daily check.

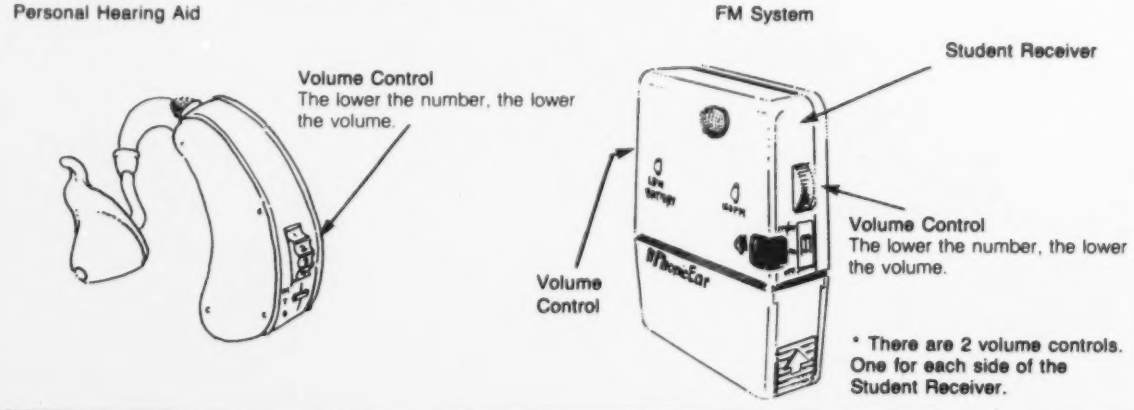
1. Attach the stethoscope to the hearing aid.



2. Ensure that there is a charged battery in the hearing aid.

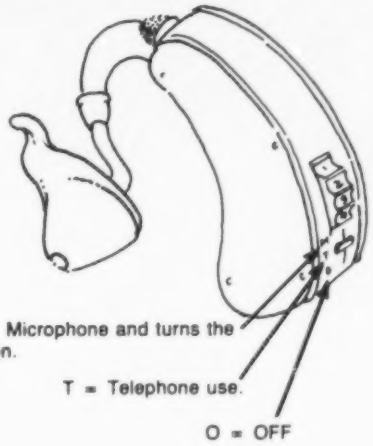


3. Turn the volume down to protect your hearing.


Personal Hearing Aid
FM System
Student Receiver
Volume Control
The lower the number, the lower the volume.
Volume Control
The lower the number, the lower the volume.
Volume Control
* There are 2 volume controls. One for each side of the Student Receiver.

4. Turn the hearing aid on.

Personal Hearing Aid

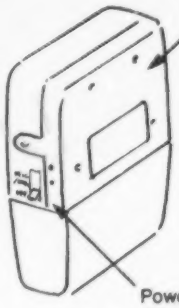


M = Microphone and turns the aid on.

T = Telephone use.

O = OFF

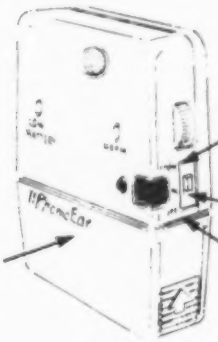
FM System



Teacher Transmitter
Back View

Audio
MIC/Audio

Power Switch
(MIC/Audio = ON)



FM/MIC = Teacher's voice *and* background noise
(For discussions and/or small group activities)

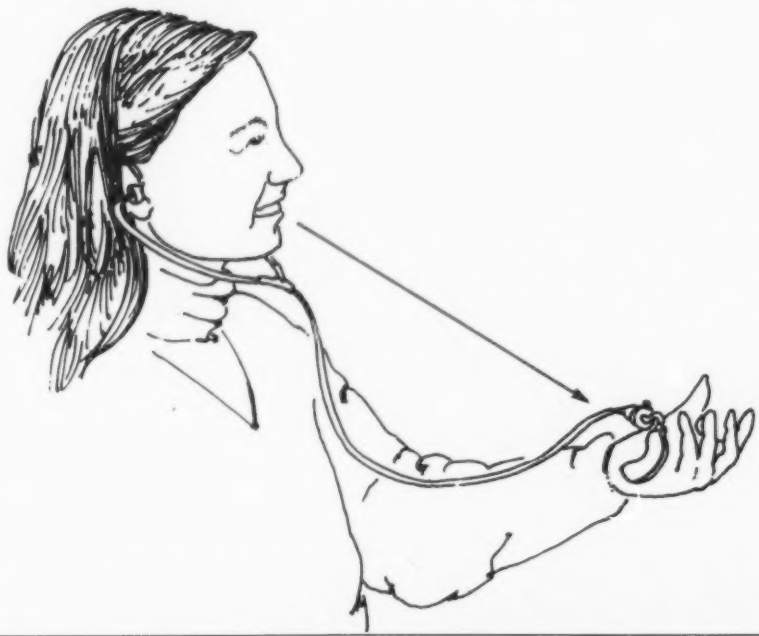
FM Only = Only the teacher's voice (For Lessons)

Student Receiver

OFF = OFF

* Check that **both** the FM/MIC and FM Only settings are working.

5. Put the stethoscope on and say the following sounds in sequence to test across the whole range of speech frequencies. ((ʊ) as in wh***o***, (a) as in ***a***rt, (i) as in ***ea***se, (ʃ) as in ***sh***e, and (s) as in ***s***o). If the sounds are crisp and clear, the hearing aid is in good working order. If the sounds are not crisp and clear, then check the possibilities listed on the following pages.



What To Do If There Is...

(Personal Hearing Aid)

1. No sound

1) Check that the power is on.
2) Turn the switch from T (telephone) to M (microphone).
3) Turn up the volume.
4) Replace the battery.

2. Static, intermittent sound, or feedback (loud squeal)

1) Clean and check the battery contacts.
2) Check for clogged earmolds
3) Check for excess ear wax.
4) Check for properly fitting earmolds. **Young children often outgrow their earmolds.**
5) Turn the volume down.

3. Weak or distorted sound

1) Check for clogged earmolds.
2) Turn up the volume controls.
3) Replace the batteries.

If the hearing aids do not function after trying the above suggestions, ***send them out for servicing.*** *(See page 12.)*

What To Do If There Is...

(FM Hearing Aid System)

1. No sound

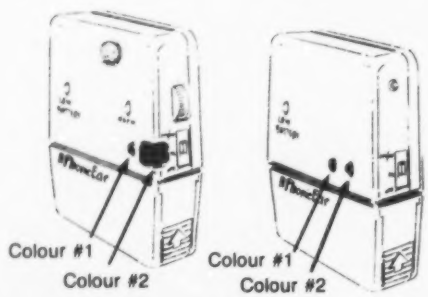
1) Turn the power switch to FM AND MIC.
2) Turn up the volume controls.
3) Recharge or replace the batteries.

2. No FM reception (The student is not receiving the teacher's voice.)

1) Turn teacher microphone (transmitter) power switch to MIC/AUDIO.
2) Check that teacher microphone and student transmitter have the same frequencies. On Phonic Ear this is a **colour match**, with Telex it is a **number match.**

Phonic Ear FM System

Student Receiver **Teacher Microphone**

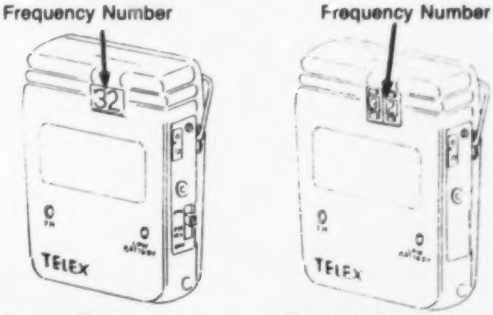


The colours on the Student Receiver **must** match the colours on the Teacher Microphone.

Telex FM System

The frequency number on the Student Receiver **must** be dialed to match the frequency number on the Teacher Microphone.

Frequency Number **Frequency Number**



Student Receiver **Teacher Microphone**

3) Turn on student receiver.
4) Check that cords are properly connected.
5) Turn up volume control.
6) Recharge or replace batteries.
7) Remove audio output from student receiver, ie. jack to tape recorder.

3. **Weak or distorted sound**
   1) Check for clogged earmolds.
   2) Recharge or replace batteries.
   3) Turn up both volume controls.
   4) Check for broken cords.

4. **Static, intermittent sound, or feedback (loud squeal)**
   1) Check the cords.
   2) Clean and check the battery contacts.
   3) Check for clogged earmolds.
   4) Check for properly fitting earmolds.
   5) Turn volume down.
   6) Check the transducers. If only one side is producing static it is probably the cord or the transducer on that side that needs to be replaced.

5. **A Charger that isn't charging**
   1) Check that the charger is plugged in to the wall socket.
   2) Check that the wall socket is active.
   3) Check that the teacher microphone and student receiver are turned off and properly placed in the charger.
   4) Clean charge contacts.
      Always complete a 12-hour charging cycle when the battery pack has been used or when in doubt about the batteries' charge condition. A battery pack cannot be overcharged even when left in a charging pocket for an extended period of time.

If the FM system does not function after trying the above suggestions, ***send it out for repairs.*** *(See below.)*

Shipping the Hearing Aid Out for Repairs

When the hearing aid needs repairs that can not be handled by the school staff member assigned to do the daily maintenance, then it is time to ship the broken hearing aid out for repairs. Ship it out **immediately** in the **fastest way possible.** It is critical that the hearing aid be repaired and returned quickly so that the student has it to wear.

To provide continuous service to the students when their hearing aids are out being repaired, loaner aids can be requested. These are provided by the audiologist.

Each hearing aid has different features specific to the wearer's needs. Two hearing aids that look alike may in fact be very different due to internal features. Putting spare hearing aids on students without adjusting the internal features may actually damage their hearing. The audiologist or hearing aid dealer will have a record of the internal settings the students require and can set the loaner aid to match the students' needs.

Resource People:

EDUCATION
Classroom Teacher/Principal
Regional Special Needs Consultant
Program Specialist, Department of Education
Manager of Special Needs, Department of Education

HEALTH
Community Health Nurse
Audiologist, Stanton Yellowknife Hospital
Audiology Technician, Iqaluit Community Health Clinic

Explaining the Hearing Aid to the Class

Older students often do not want to have the fact that they wear a hearing aid discussed in class. Younger students, however, are usually proud of their hearing aid and quite willing to discuss it with their peers. Teacher discretion is required in deciding whether or not a class lesson is appropriate.

Children's natural curiosity makes teaching a lesson on the hearing aid a positive experience for both the children who wear hearing aids and their classmates. Students, who are informed about hearing aids and why they are worn, tend to be tolerant and understanding. They accept the hearing aid wearer as a peer and often will explain to others why people wear hearing aids. Here are some suggestions you may want to try with your class:

1. Have the class take a minute to listen to what is happening around them. Make a list of all the sounds they hear. Have them block their ears with their fingers. Give them a listening task involving a series of directions, ie: Count to seven, stand up and turn around, etc. Have them describe what it was like to try and listen to the directions. Discuss their reactions. (Safety ear plugs can be used for this exercise. They are available for a small fee from Saftner Safety Supplies, 316 Woolgar Ave., Yellowknife, N.W.T.)

2. Attach the stethoscope to the hearing aid and have each student come up and listen. Have the students describe what it was like to hear through the aid.

3. Name the different parts of the hearing aid. (See diagrams on previous pages.)

4. Discuss how to care for the hearing aid.
   - Clean the earmold daily.
   - Flip the battery compartment open for overnight storage.
   - Daily listening check with the stethoscope.
   - Store in a safe place away from pencil sharpeners and sunlight.

5. Discuss safety features.
   - ***Never yell into the hearing aid.***
   - ***If a student wearing hearing aids receives a blow to the ear find the teacher and have the ear checked.***

6. Share information about hearing aids.
   - Hearing aids cost between $150.00 - $300.00 or, as much as 300 chocolate bars, 6,000 bubble gum, etc. The FM System costs up to $1,700.00
   - Hearing aids make sounds louder - all sounds. This means the noise of the florescent lights is louder, the shuffling of feet is louder, the rustling of paper is louder, and a sneeze can be unbearable.
   - Hearing aids only work up to 2-3 metres from the source of the sound. Have the class test this. Have one student listen through the aid while another talks while walking to the back of the room. The sound should fade with distance.
   - The FM System can amplify and transmit sound for a distance of 100 metres. One student can take the teacher microphone to other parts of the school and converse with students in the classroom listening in with the student receiver. This is similar to a Walkie-Talkie system.
   - Northern hunters have claimed that the hearing aid has helped them hear the sound of a seal breathing under the ice.

7. Discuss things that can affect hearing and make a list. Here are some suggestions:
   - Shooting a gun.
   - Riding on a skidoo for long periods.
   - Illness - high fevers, ear infections, colds.
   - Playing music too loud. (Ghetto Blasters)
   - Propping a bottle up to feed a baby. (The milk gathers at the back of the throat and causes a high number of ear infections.)
   - Travelling in airplanes. This is particularly harmful if you have allergies or a cold.

8. Discuss things that can be done to prevent hearing loss. Some examples are:
   - Wear ear plugs to protect your ears from loud noises.
   - Wear a hat or hood to protect your ears from both the cold and noise.
   - Mothers can hold babies to feed them.
   - See the Doctor or Nurse if your ears are sore or if you have a cold.
   - Take prescribed medicine until the prescription is finished.

9. Use the ear plugs mentioned in #1 for this exercise. Have the class use the ear plugs while having a spelling test. The teacher should move around when dictating the words to make it difficult for the class to use visual clues or speechreading. The words should not be given in sentences. The following list consists of words that are very hard to distinguish without normal hearing: List #1: car, pen, cat, dog, son, mit, log, hit, tap, lip. List #2: sock, half, cold, red, slit, hand, lost, help, flip, clap. Discuss the experience with the class. Children usually try to watch the teacher's mouth to help understand what is being said and are frustrated by the teacher moving around and having his/her back to the class through some of the dictation. They become aware of classroom noises that make it very difficult to hear, and they comment on how hard they had to concentrate in order to understand. This exercise tends to generate a lot of discussion and awareness.

10. Play the audiotape *What do you hear?* This tape illustrates the effects of a hearing loss on speech. It is available on loan from the Manager of Special Needs, Department of Education.

11. Play the audiotape *"An Unfair Hearing Test"*. This tape is a good illustration of the overall effects of a hearing loss. It is available on loan from the Manager of Special Needs or, can be purchased from the Council for Exceptional Children.

12. Unit on the Sense of Hearing at the Grade two level in the GNWT School Health Program. Located under Growth And Development, Theme: Body Systems, Concept: Hearing.

13. Units on Sound at Grade 4 level found on pages 39-42 and 97-100 in Elementary Science, Intermediate Program Guide, GNWT.

Auditory Training for the New Hearing Aid Wearer

Students newly equipped with hearing aids generally have trouble unscrambling the auditory confusion they now encounter. With instruction they can learn to identify the unfamiliar speech sounds that are newly available when amplified through the hearing aid. They are often surprised that they can hear speech cues they have not heard for a long time. These cues may not sound the same, but they can learn to recognize and glean meaning from them. Sounds that seem uncomfortably loud at first become tolerable with a little practice. The unfamiliar sound of hearing a really loud noise is initially quite startling. Even their own voice seems extremely loud in the early stages.

Adjusting to the hearing aid takes time and training. A critical factor affecting successful use, is the consistent wearing of the hearing aids. Aids that are sent out for repairs have to be adjusted to all over again when they are returned to the student. If this happens too often, the student may give up on the hearing aids and simply struggle through without them. Every step possible should be taken to keep the hearing aids in good working order.

1. The first step in any auditory training program is to make sure the hearing aid is working and that the student is familiar with the hearing aid; how it works, and how to care for it.

Student's responsibilities	*Teacher's responsibilities*
1. Clean earmolds.	*1. Use the stethoscope to check the hearing aid daily.*
2. Put battery in hearing aid.	*2. Send broken aid out for repairs.*
3. Put the hearing aid on.	

2. Students should begin with a comfortable level of volume even if they miss a few words. As they adjust to using the hearing aid, they can gradually increase the volume until they reach their optimum listening level.

3. Start easy. Have the students use their hearing aid in quiet, easy conversation settings where they can sit as close to the speaker as they need.

4. Listening requires intense concentration in the initial stages. Don't overtire students. When they get tired, allow them an activity where they can relax and take the hearing aid off if necessary. Eventually they will be able to wear it for longer periods of time. There will be individual differences in the amount of time required to adjust to wearing a hearing aid.

5. Structure assigned listening times for students. Because of the hearing loss students may have forgotten how to concentrate on environmental sounds. They need to make a conscious effort to pay close attention to conversations, music, bells, etc. This will help students feel closer to the world around them.

6. Encourage students but be patient. It takes time for students to adjust. Noise and meaning will slowly sort themself out and within a month or two of consistent use they should be using the aid with maximum effectiveness.

7. Noisy situations will be very difficult at first. Students need to learn how to separate speech from background noise. Initially they may have to move closer to the person speaking in order to understand. They should also be encouraged to substitute other ways of listening - watching the speaker's face, speechreading, context clues.

8. Speech often degenerates with loss of hearing. As students adjust to the hearing aid some recovery will be made, but some form of speech help may be required. Expressive reading, tongue twisters, silly poems, etc. can all be used to improve the rigid monotone that many hearing impaired students have. These lessons should be fun.

9. Students need to learn how to listen in difficult listening situations. There will be many instances when they will have to concentrate, use speech reading clues and every other resource at their disposal. Practice with fast talkers, accents, noise, etc. needs to be part of their training.

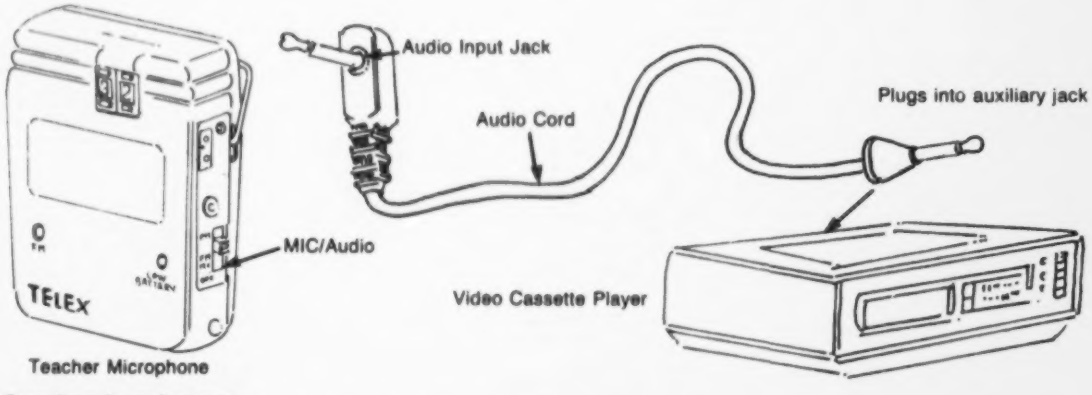
Using Audiovisual Equipment

Movies/Videos

Movies and videos are difficult for students with a hearing loss; the more severe the hearing loss, the greater the problem. Students should be seated so they can see the screen and follow the action. They can also follow some but not all of the dialogue on the screen by speechreading. The following suggestions will further help students understand the movie's content:

1. A teacher prepared outline or a manual that accompanies the movie should be made available to the student.

2. FM hearing aid users can attach a patch cord from their FM receiver directly into the projector or VCR.



Overhead projectors

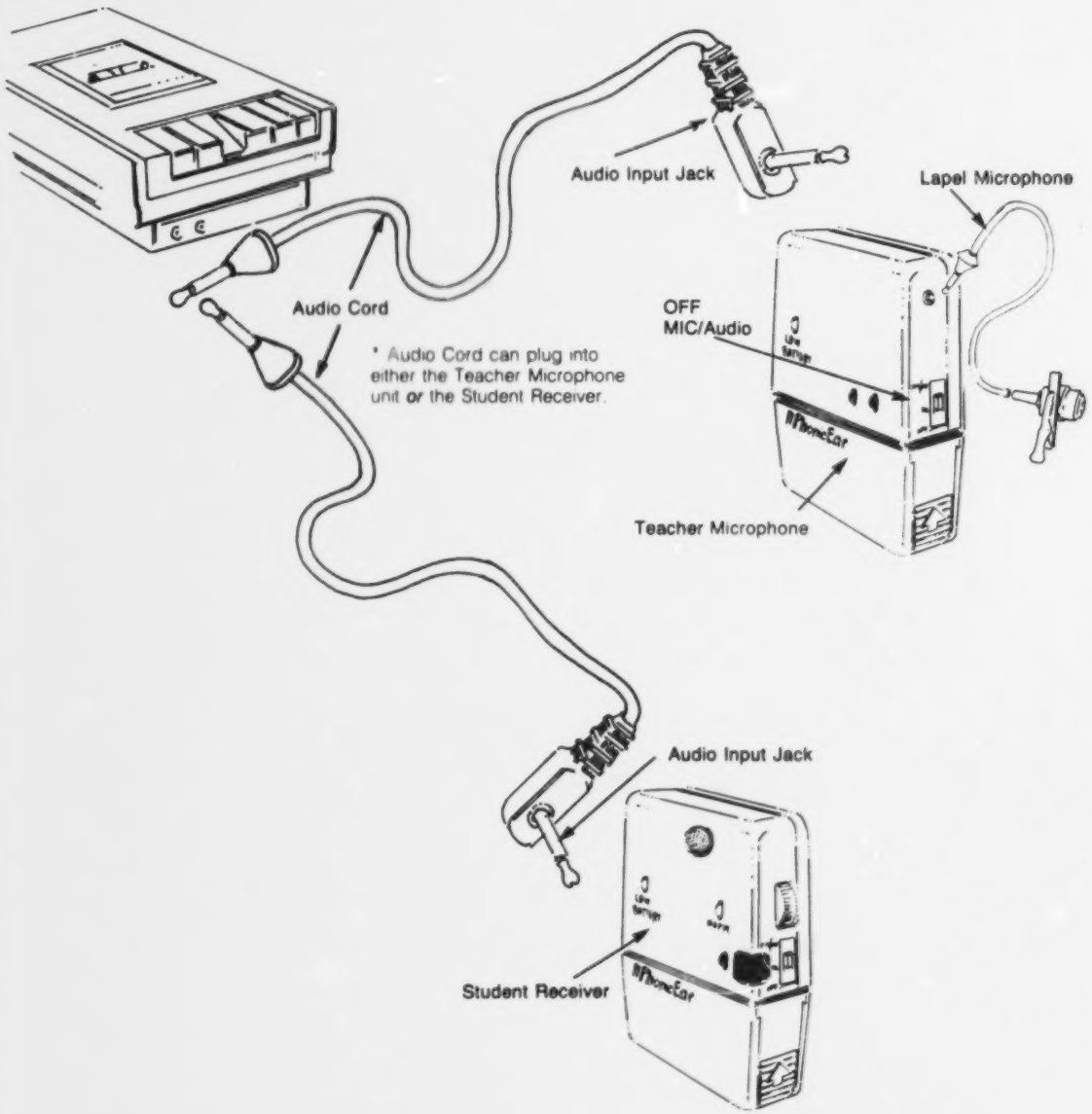
An overhead projector is an excellent visual aid for students with a hearing loss. The teacher usually faces the students providing good visual cues for speechreading. The classroom lights should be left on so that students with a hearing loss are able to see the teacher's face. The teacher can use the overhead projector to provide written reinforcement of orally presented material.

1. Seat the student a couple of desks back so that the noise from the fan in the overhead projector is less distracting.

Cassette recorders
Some students with a hearing loss can use cassette recorders. If you are in doubt as to whether a student can understand, it is best to ask the student to indicate what was said on the cassette. Asking whether he/she understands will usually produce a yes answer which may not be accurate. Questions which require the student to give specific details will be more effective in determining what a student has understood.

1. Allow students to sit close to the cassette recorder.

2. FM hearing aid users can attach a patch cord from their FM receiver directly into the cassette recorder.



Telephones
Students with a mild to moderate hearing loss can use the telephone by turning the switch on their personal hearing aids to T. The T switch activates a telecoil which feeds the sound from the telephone directly into their hearing aids.

Teacher Tips

- No hearing aid will permit children to hear exactly as they would hear if they had normal hearing.
- Personal hearing aids work best within a 2-3 metre radius. Beyond that other background noises will interfere.
- The FM hearing aid system allows for the transmission of sound up to a distance of 100 metres.
- Speak in a normal tone of voice. Raising your voice will distort sound and may startle the student. It also makes lipreading difficult.
- ***Hearing aids that are not working should not be worn*** as they add to the student's loss by blocking the ear and creating a conductive loss.
- Daily check of the hearing aid is critical. Learn how to do it. Also learn how to troubleshoot for some basic problems that you can handle effectively yourself. This cuts down on the amount of time the hearing aid is out for repairs.
- Hearing aids need to be cared for properly. Hearing impaired students should be taught proper care and maintenance as outlined in Student Tips. There should be a safe place within the classroom where the hearing aid can be stored when it is not in use.
- Cold temperatures will temporarily drain batteries rendering the hearing aid useless. Extra batteries should be kept in the classroom and made available to students as required.
- ***A hearing aid that requires servicing should be sent out immediately in the fastest way possible.***

HEARING LOST HEARING GAINED.

Hearing aids make the difference.

SPECIAL NEEDS
EDUCATION

Student Tips

- Get to know your hearing aid and how to care for it.
- Earmolds should be removed from the hearing aid and washed with warm water and a mild soap at the end of every day.
- Let the teacher know when the hearing aid is not working properly.
- Learn how to replace the battery in your aid. Put the new battery in the compartment with the + sign up.
- Make sure that you have extra batteries on hand at all times.
- When you are not wearing the hearing aid, open the battery compartment on the aid and leave it open. This makes the battery last longer.
- Remove the battery if the hearing aid is to be stored for a long period of time.
- Keep the hearing aid dry.
- The hearing aid should never be stored in direct sunlight. A drawer in the teacher's desk is usually the safest place for it.
- Switch your hearing aid off when it is not in use.
- If your hearing aid starts to squeal, you may need new earmolds. Turning the volume down should reduce the squealing until new molds can be made.
- Wear your hearing aid. If you do not wear it consistently, you will have a hard time adjusting to it. Be patient, it takes time to learn how to listen with a new hearing aid.

Hearing Aids Make a Difference. Tune In to Sound.

SPECIAL NEEDS
EDUCATION

Parent Tips

- Talk to the teacher to make sure he/she knows that your son/daughter wears a hearing aid and has a hearing loss. Your son/daughter may require the use of an FM hearing aid system at school. If he/she does, you may want to talk to the teacher about the FM Unit and how it works.
- The hearing aid needs to be worn. The more it is worn the easier it becomes to listen and understand what is being heard.
- At first, the hearing aid makes everything seem loud and noisy. Your child may complain and may not want to wear his/her hearing aid. Encourage him/her to wear it. After a while, the sounds start to make sense and seem less confusing. Once this happens, your child will begin to wear the hearing aid on his/her own.
- Teach your child how to look after the hearing aid. He/She can wash and dry the earmolds, put new batteries in, store the hearing aid in a safe place at bedtime, and put it on in the morning.
- The hearing aid works best from a distance of 2-3 metres. When the child is further away from the speaker he/she will have trouble hearing because other background noises will be made louder and interfere.
- The cold can drain batteries so extra batteries should be kept at home and at school.
- If your child has any problems with his/her ears, take him/her to see the nurse or doctor right away. It is very important to take good care of the ears and protect the hearing that remains.
- Some children are allergic to the plastic used in the earmolds. If you notice that the skin in the ear looks red or sore, talk to the nurse.
- If the hearing aid starts to squeal it usually means that your child has outgrown his/her earmolds. It is important that he/she go to the nurse or audiologist so that new earmolds can be made.

SPEAK... LISTEN...LEARN...

SPECIAL NEEDS
EDUCATION

BEST COPY AVAILABLE

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ᓄᑖᓂᖅ ᑐᓂᓯᔪᓂᖅ ᑐᖓᔪᓂᖃᖅᖢᓂᖅᑐᑦ ᑐᖓᔪᓕᕆᓂᖅᑐᑦ ᑐᖓᓂᒃᑯᓕᕆᔨᓂᖅᓯᒪᓂᖅ.

ᑐᖓᔪᓂᐅᓂᖅ ᑐᖓᕐᓂᐊᕐᑕᐅᓂᒃᓴᓕᐅᑦ ᐅᓪᓗᓂᓄᓪᓕᖃᖅᑐᑦ 6 - 8-ᕿᓂᓕᒍ ᐅᑎᑐᑦ. ᐅᓪᓗᓂᓄᓪᓕᖃᖅᑐᑎᑦ ᒡᕐᓂᒪᓂᖅᓯᒪᓂ ᐊᓂᖅᑎᑦ ᓄᓇᕗᓂᐊᓂ ᐅᓪᓚᕆᓂᐅᑦ ᑐᖓᕐᓂᐊᓐᓂᖅᓯᒪᓕᖅ.

ᑐᖓᔪᑦ **FM**-ᖅᔨᓄᖃᖅᑕᐅᓂᓂᐅᓂᒃᓴᒪᑦ ᐅᓪᓗᓂᓄᓪᓕᖃᖅᑐᑦ ᑐᑎᑐᑦ 300-ᑦ

ᓄᐱᑭᓇᓱᑎᓂᒍᑎᑦ ᓄᐱᖃᓂᔨᑐᖓᓇᓱᑎᓂᒍᑎᓂᒍ, ᓄᐱᖃᓂᔨᑐᖓᓇᒍᑭᐱᐱᑦ ᑐᑭᔨᓴᖃᖅᑕᐅᓂᒃᓴᒪᓕᖅᑐᑦ ᐊᑦᑕ ᐃᓕᓴᐅᓂᖅᓯᒪᓕᖅᑐᖅᑐᓂᒃ ᖃᐅᔨᓴᖅᑎᓕᕆᓂᖅᓯᒪᓕᖅᑐᖅ ᖃᐅᔨᓴᖅᑎᓕᕆᓂᖅᓯᒪᓕᖅᑐᖅᑐᓂᒃ

ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᖃᐅᔨᒪᔭᒪᓂᐊᖅᑕᖅᑎᓂᑦ

ᖃᐅᔨᒪᓕᕆᓂᐊᕐᓇᐅᑦ ᑐᓴᐃᓂᑦ ᑲᒪᑎᓯᐊᕐᓂᓕᕆᓂᐊᕐᓇᐅᓕᓐᓄ.

ᓯᐅᓴᑎᖅᓯᒪ ᐋᖅᑕᐅᖃᖅᑎᑕᒪᓂᐊᖅᖃᖅᓯᒪᓂᖅ ᑐᓴᐃᓂᖅᓱᓕᓂᖅ ᓴᓗᖅᒪᓴᖅᓄᓗ ᑎᓴᐃᖅᓱᓕᔪᓗ ᐃᒥᖅᓗᑦ ᐊᓴᒪ ᐃᖅᑎᐅᓴᓗᑦ ᖃᐅᔨᒪᑦᑎᑦ ᐊᑐᕐᓂᖓᓕᐃᓇᐅᑦ.

ᖃᐅᔨᒪᑎᓐᓄᓗ ᐃᓕᓴᐃᐅᓕ ᑐᓴᐃᓂᑦ ᑐᓴᖅᓯᐊᕐᑎᑎᑐᓯᓕᕆᓂᐊᕐᓇᓴᖅᓯᐊᓇᐅᑦ.

ᐸᑕᓛᓕᐊᖅᓴᓐᓄᓗ ᑐᓴᐃᓂᖅ, ᐊᑐᖅᑭᖅᑕᐅᓂᖅᓴᖅ ᓄᑖᖅ ᐸᑕᓛ ᐸᑕᓛᓕᖅᓴᐃᖅᑲᓇᑕᓐᓄᓗᓗ ᓇᐸᓄᓂ ᐸᑕᓛ.

ᐸᑕᓛᖅᑲᖅᓂᕐᖅᐃᓇᖅᓴᓄᑦ ᑕᐃᒪᓇᖅᓚᒪᓕᖅᑐᖅ.

ᐊᑐᕐᓂᖓᓕᐃᓇᐅᑦ ᑐᓴᐃᓂᖅ, ᒪᑐᐃᖅᑭᓐᓄᓗ ᐸᑕᓛᖅᑲᖅᓂᕐᖅᐃᓇᖅᓴᓄᑦ ᓇᓕᓐᓂ ᐊᑐᖅᑭᖅᑕᐅᓂᖅᓴᖅ ᐊᑐᖅᑭᖅᑕᐅᓂᖅᓴᖅᓄᓗ ᐃᓚᖅᑎᑦᑎᓂᖅᓴᖅ ᐊᑐᖅᑭᖅᑕᐅᓂᖅᓴᖅ ᐃᓚᖅᑎᑦᑎᓂᖅᓴᖅᓄᓗ

ᐊᓂᒍᓯᖏᑎᓴᓄᑦ ᖃᐅᔨᒪᔨᑎᐅᔨᓐᓇᕐᓂᑐᑦ....

ᐅᖃᐅᓪᓚᕆᑎᑕᐃᔪ ᐃᓕᓴᐃᕐ ᖃᐅᔨᒪᒪᓕᐊᖏᓐᓂᑦ ᐃᖃᓗᐊᕐᓂᓗᑦ ᑐᓴᒪᓂᖃᑎᒌᖏᓐᓄᑦ ᐊᖏᒪᒃ ᑐᓴᒥᑎᐊᓂᓐᓄᓕᒃ. ᐃᖃᓗᐊᕐᓂᓗᑦ ᐊᑐᓚᐊᖃᑐᐃᓐᓇᓚᐊᖃᖅᓯᖅ ᑐᓴᒪᓂᓕᒃ FM-ᖏᓪᓕᕐᓂᒃᑯᐅᔨᓕᒃ ᐃᓕᓐᓂᐊᕐᓇᐃᖏᑦ. ᐊᑐᓚᐊᖃᐅᑉᓕ, ᐅᖃᐅᓪᓚᖃᑎᒌᓕᒪᑐᐃᓐᓇᓚᐊᖃᖅᓯᒪᔪᑦ ᐃᓕᓴᐃᕐ ᒥᓂᔅᓴᒃ ᑐᓴᒪᓂᑦ FM-ᖏᓪᓕᕐᓂ ᖃᓄᐃᓕᑐᐃᓚᒪᓕᖏᓐᓂᑦ.

ᑐᓴᒪᓂᐅᔨᕐᓂᖅ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ. ᐊᑐᓴᒃᑯᐅᖃᖅᑯᑦᓂᓴᓕᐅᑎᓪᓗᒍ ᐊᔨᓐᓇᓴᒧᓪᓚᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᓇᓪᓚᑎᑎᕐᓂᖅᓴᓪᓚᐊᖃᖅᓯᒪᔪᑦ ᐊᖏᒪᒃ ᑐᐱᓪᓇᐅᓂᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐅᖃᖅᑯᑦᓂᓕᒃ.

ᐊᑐᓚᐊᖃᖅᓴᓪᓗᒍ ᑐᓴᒪᑦ ᓂᐱᖅᓗᐊᑐᑦᓴᖅᑐᓂᓴᓕᐅᑎᓪᓗᒍ. ᖃᐅᔨᓴᖅᑭᑐᖅᑭᓂᓴᓕᐅᑎᓪᓗᒍ ᐊᔨᓐᓇᓴᒧᓪᓚᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ.

ᑐᓴᒪᓂᐅᔨᕐᓂᖅ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ. ᐊᑐᓴᕐᑕᐅᖃᖅᑕᓂᓂᓴᓕᐅᑎᓪᓗᒍ ᐊᔨᓐᓇᓴᒧᓪᓚᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ.

ᐃᓕᓴᐃᕐ ᑐᓴᒪᓂᐅᔨᕐᓂᖅ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ.

ᐃᓕᓴᐃᕐ ᑐᓴᒪᓂᐅᔨᕐᓂᖅ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ.

ᐃᓕᓴᐃᕐ ᑐᓴᒪᓂᐅᔨᕐᓂᖅ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ. ᐊᑐᓚᐊᖃᖅᓴᓪᓚᐅᔪᓂᒃᑯᓕᒫᑦ ᐊᖏᒪᒃ ᐊᑐᓚᐊᖃᖅᓯᒪᔪᑦ ᑐᓴᒪᓂᑦ.

NOTES.